



# LAMAR UNIVERSITY

## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
<b>EDLD 5333:8037</b>	<b>Leadership for Accountability</b>	

Description of the Assignment/Performance Tasks (see Appendix I)	II-004 Curriculum, Measurement, and Alignment of Resources
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"><li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li><li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li><li>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</li></ol> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"><li>1. Critically reflect (see note above; not just</li></ol>	<p>In addition to the most recent copy of the TEA Accountability Manual the readings for week 2 of Leadership for Accountability included two articles, to guide future administrators through the processes of using data to ask and answer the right educational questions. The kinds of questions that will enable us to lead our future staffs through curriculum adjustments that result in greater academic success.</p> <p>For instance, reading the article <i>Answering the Questions that Count</i>, instructed readers to begin “Examining student data through the lens of pressing questions to mobilize staff, promote data literacy, and help raise student achievement.”.(18) As a result, I was able to work through the week’s homework exercise with the knowledge that even when the campus results show exemplary performance, there is usually still work to be done. Armed with this information and the completed statistics tables for the 8<sup>th</sup> grade class of 2011, I was able to determine that while all subjects averaged Exemplary performance, within the group breakdowns, the Hispanic, Economically Disadvantaged, and Special Ed. Group scores were Recognized, not Exemplary. While they were still above the norms for the state, these groups did not test quite as well as their peers indicating the need for differentiated instruction within those classrooms to better meet the needs of these student groups.</p> <p>One of the challenges faced in any school, but especially in small school is establishing the need to change the way subjects have been taught for years by seasoned teachers. Taking the lessons this week a step farther, I analyzed the STAAR Chemistry results for our testing group of 27 students. 16 of the 29 students tested met</p>

<p>recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p><b>Lifelong Learning Skills</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p><b>Additional Criteria</b></p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>the Level II proficiency requirement, 4 of these 29 students failed to meet even Level 1 proficiency, while 6 students met only the Level I proficiency and 1 student met the Advanced Academic standard. Utilizing what I learned, I analyzed the category data and determined that students do pretty good with the periodic chart and with atomic valences. The rest remains <i>Greek</i> even at the end of the course. From this point forward, given that the EOC assessment is required and it counts as 15% of students final grade, the staff members involved will find that the data will drive the district to seek curriculum and pedagogical tools such as CScope with its aligned curriculum and samples of modernized lesson plans and an annual timelines to help ensure that all the material is covered.</p> <p>Although our school has forward thinking administrators, it has been very difficult for them to dictate change to seasoned teachers who “know” their subjects. At this juncture, STAAR results and the data prove that while they know their subjects, teachers must seek out ways to better align curriculum between campuses and grades, and must utilize new resources created for the purpose of helping them help students gain a deeper understanding of each of the core elements in each subject.</p> <p>The district has only just received the raw STAAR results. According to the authors of <i>Selecting the Right Data</i>, she will need to continue: “collecting and organizing data, analyzing data, interpreting data, and taking action.” Since she is the K-12 principal, it is likely she will be making decisions at all levels.</p> <p>Each year, I help the superintendent, principal, and counselor collect data into useable charts very similar to the ones in our home work assignment. I now have a better understanding of how to use the data to help teachers and principals make the decisions that will lead to the utilization of curriculum better aligned to the Texas TEKS resulting in better performance on the new more rigorous STAAR exam. It will be up to the principal and her support staff to stretch their professional knowledge and presentational skills to help teachers see this as an opportunity to increase their professional knowledge of their subject and presentational skills. There are lifelong personal positives for everyone involved, not the least of whom are the students we have promised to educate to the best of our abilities.</p> <p>Resources:</p> <p>(2011) <i>2011 Accountability Manual</i> retrieved June 10, 2012 from: <a href="http://ritter.tea.state.tx.us/perfreport/account/2011/manual/">http://ritter.tea.state.tx.us/perfreport/account/2011/manual/</a></p> <p>Parsley, D., Dean, C., Miller, K. (2006, October), <b>Selecting the Right Data</b>, <i>Principal Leadership</i>; Oct 2006;7,2;Research Library pg. 38 retrieved June 10, 2012 from: <a href="https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028">https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028</a></p> <p>Ronka, D., Lachat, M., Slaughter, R., and Meltzer, J., (December 2008/January 2009), <i>Answering Questions That Count</i>, Association for Supervision &amp; Curriculum Development, retrieved, June 10, 2012 from: <a href="https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028">https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028</a></p>
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